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ABSTRACT

A demonstration project designed to increase the number and quality of Family Day Care Homes available to Work Incentive (WIN) program clients in three Kansas communities was evaluated. All results are based on project trainees' voluntary, written responses to pretraining and posttraining questionnaires. Data on the trainees' background including licensing and certification status, satisfaction, home self-assessment, and attitudes are reported. County to county comparisons found statistical differences in trainees' age, education, general health and ethnic identity. Across trainee groups, certification rates varied significantly. Significant differences in the number of children in care among the three groups of trainees were found. The trainees' positive evaluation of the training is reflected in the significant gain in their posttest satisfaction scores pertaining to training and was supported by gains on the Day Care Self-Assessment Instrument. Similar gains were not found on the attitude measure. Evaluation instruments included demographic, trainee satisfaction, day care self-assessment, attitude, and training questionnaires, which are appended. (Author/RH)

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Evaluation Report of the Demonstration Project "A Community-Based Day Care Home Training and Support System" in Kansas[1]

Robert H. Poresky, Ph.D.

June, 1979

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Evaluation Report
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Demonstration Project
A Community-Based Day Care Home Training and Support System

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Overall Project Design

The Community-Based Day Care Home Training and Support System project involved three Kansas communities in Johnson, Reno, and Sedgwick counties. The principal communities were Hutchinson, Overland Park, and Wichita. This evaluation report is based upon the response of family day care trainees in each of the three counties who participated in this demonstration project during 1978-1979. The demonstration project was founded on the premise that locally organized training and support services would be beneficial to the development of child care skills and attitudes and lead to an increase in the number of certified Family Day Care Homes available to WIN clients. Seventy-five new day care providers was the target figure of enrollment. The evaluation report contains data on the trainees' background including licensing and certification status, satisfaction, home self-assessment, and attitudes. This information is derived from the pre-test-posttest experimental design across the three communities as provided by answers to questionnaires submitted by the trainees in the project. The instruments included a background (demographic) information, satisfaction, day care self-assessment, attitude, and training questionnaires as well as the informed consent form.

County Participation

The counties involved in the study were determined by a selection committee who reviewed the proposals submitted in response to a call for

proposals for community-based family day care training. The three county areas selected were Johnson, Reno (primarily), and Sedgwick. The coordinating agency in the communities was the Department of Social and Rehabilitation Services in conjunction with a local child care association or center. The study sample for whom pretest data are available is 54 trainees, with the following distribution by county: Johnson 24, Reno 18, Sedgwick 12. Posttest data are reported for 42 trainees, with 16 from Johnson, 16 from Reno, and 10 from Sedgwick county.

Instruments

The instruments utilized in this evaluation are based upon those developed in phases I and II of earlier day care training studies. Demographic data including education and experience as well as license and certification data were collected on the background form of the pretest instruments. Satisfaction with twelve aspects of child care and the project was probed with the Satisfaction Instrument, which asks, "How satisfied are you with..." on a four point scale. Topics included on the Satisfaction scale are listed in the Results section under Satisfaction. The Attitude Instrument consists of 125 items adapted from the Parent Attitude Research Scale developed by Cromwell and Bollman (Cromwell, 1969) and used in the phase I and II day care evaluations. This instrument has 25 subscales and a total score which correspond to the components of the PARI (Schaeffer). The response format is a 4-point scale ranging from "strongly disagree" to "strongly agree." The fourth part of the self-report questionnaires is the Day Care Self-Assessment, with two parts. The first part concerns "how many?" of thirty-two physical objects exist in a child care home on a scale from "none" to "too much." The second part asks "how often?" sixty events

occur in the day care home on a scale from "never" to "always." The instrument is scored on the basis of recommended practices for family day care homes. Posttest instrumentation is similar to the pretest instrumentation with the inclusion of a Training Evaluation instrument.

Results and Discussion

All results are based upon the information provided by the trainees in the project through their written responses to the pretraining and posttraining questionnaire instruments. The information is self-report, with voluntary participation of the trainees determining their responses to individual instruments. The results will be presented by instrument for the communities participating.

Demographic and Child Care Results

The demographic information included age, education, ethnic identification, health, language spoken, family income, and prior occupations. Significant community-based differences were noted on many of these demographic measures, as shown in Table One. Pretraining and posttraining questionnaires showed significant ($p < .05$) variations in the trainees' age, with Reno county trainees youngest (27 years) and Sedgwick county trainees apparently oldest (38 years) in the pretraining sample (N=54) and approximately the same ages in the posttraining sample (N=38). A contrary result was noted, also statistically different between the communities, for education, with Reno county pretraining trainees reporting an average of 14 years of formal education and Sedgwick county trainees averaging 10 years of formal education. The level of general health as reported by the trainees also showed significant differences, with Johnson county trainees apparently the healthiest and

Sedgwick county trainees apparently the least healthy. Another difference between the county trainee samples was their ethnic self-reported identification. Ninety-four percent of the Johnson and Reno county trainees checked "White," while 50% of the Sedgwick county trainees checked "White," 42% checked "Black,"and 8% checked "Other." English was checked by all the respondents as their primary language. Estimated average family incomes ranged from $9,379 (Sedgwick) to $13,650 (Johnson), but the differences were not statistically significant. All three counties' trainees reported a variety of previous occupations including aide, waitress, clerk, secretary, and teacher.

The child care information included the years of prior care, prior training, anticipated child care income, child care licensing and certification status, number of children in care from the S.R.S. purchase of care program. The number of years of prior child care averaged about 4½ with no significant community differences. The trainees anticipated an average of about $2,800 in child care income. In terms of previous training the Johnson and Reno county trainees appear to have had more workshops and academic training, while the Sedgwick county trainees appear to be relying more on babysitting experience.

The licensing percentage did not vary significantly among the communities, with the pretraining average rates ranging from 44% to 67% and posttraining rates from 46% to 67% (see Table One). The number of respondents dropped from 54 in the pretraining sample to 38 in the post-training sample. Certification rates did vary significantly, with the reported pretraining rate being higher in Johnson county (58%) than in Sedgwick county (27%) or Reno county (18%). Posttraining certification rates ranged from 28% (Reno county) to 44% (Sedgwick county). Based upon

the posttraining reports, there were significant differences in the number of children in care among the three communities' trainees. Sedgwick county trainees reported 3½ children per trainee while Reno county trainees reported about 2 per trainee. The smallness of the number of trainees (N=14) who reported S.R.S. children in care may have obscured apparent differences between the community trainees, with Sedgwick apparently high at 2.5 per trainee and Johnson apparently low at 1.5 per trainee. The trainees were all asked if the training they received resulted in an improvement in the care they would provide. The results clustered around "no better than before," with some leaning toward "somewhat better."

TABLE ONE DEMOGRAPHIC AND CHILD CARE INFORMATION

Variable	Pretraining (N=54) Johnson	Reno	Sedgwick	Posttraining (N=38) Johnson	Reno	Sedgwick
N(max.)	24	18	18	13	15	10
Licensing status (percent licensed)	67%	44%	45%	46%	53%	67%
Certification status (percent certified)	58%	18%	27% **	38%	28%	44%
Formal Education (years)	13.2	14.1	10.2**	13.5	13.6	10.6 **
Age (years)	32.5	36.9	37.9**	27.8	27.1	36.0 **
Sex (female = 2)	2.0	2.0	2.0	--	--	--
Ethnic Identification						
White (percent)	86%	94%	50%	--	--	--
Black (percent)	4%	6%	42%	--	--	--
Other (percent)	0%	0%	8%	--	--	--
General Health						
Excellent (percent)	96%	72%	33%	--	--	--
Good (percent)	4%	22%	33%	--	--	--
Fair (percent)	0%	6%	33%	--	--	--
Primary Language						
English (percent)	100%	100%	100%	--	--	--
Estimated Family Income (40 of 54 reporting)	$13,650	$12,991	$9,379	--	--	--
Anticipated Child Care Income (28 of 54 reporting)	$2,570	$2,830	$3,178	--	--	--
Prior Occupation						
Aide (percent)	19%	6%	40%	--	--	--
Waitress (percent)	5%	12%	10%	--	--	--
Cashier (percent)	0%	19%	0%	--	--	--
Clerk (percent)	24%	12%	20%	--	--	--
Secretary (percent)	24%	19%	10%	--	--	--
Teacher (percent)	19%	19%	0%	--	--	--
Years of Prior Child Care						
Previous Training						
Babysitting (percent)	48%	20%	80%	--	--	--
Workshops (percent)	33%	20%	20%	--	--	--
Academic (percent)	19%	47%	0%	--	--	--
Children in Child Care	--	--	--	2.50	2.18	3.50*
No. of Purchase of Care Children	--	--	--	1.50	2.25	2.50
Change in level of care (1=decrease; 3=increase)	--	--	--	2.4	2.2	2.0

*possible county differences (p.<.10)
**significant county differences (p.<.05)

Training Evaluation Results

To provide an indication of the value of the community based day care training project, the trainees were asked to rate the training they received. Thirty-eight trainees answered the written questionnaire about the training they received. They reported that their child care homes would be generally "much improved" over what they had been, with an average rating of 3.5-3.7 on the 4-point scale (see Table Two). Higher ratings were given for the amount of knowledge/experience their trainers had (3.8 - 3.9/4.0) and for how well their trainers got along with them (3.8 - 4.0/4.0). The trainers appear to have prepared well for their sessions with the trainees as indicated by the 3.6 - 3.8/4.0 average community ratings. The ratings for how well the information the trainees received met their needs was rated 3.2-3.5 on the 4-point scale. A 3-point scale was used to rate the trainers' understanding of the trainees' needs, and the average community ratings ranged from 2.8 to 2.9/3.0.

The part of training rated most helpful by the trainees varied significantly among the communities. In Johnson county group training meetings were rated most helpful by all the participants who completed questionnaires. In Reno county 89% rated group training as most helpful while 11% gave top billing to individual home visits. In Sedgwick county 40% rated individual home visits most helpful, 30% rated group training meetings highest, and 30% gave their votes to combined individual and group meetings. Sedgwick county also differed from the other two counties participating in that their ten respondents rated the first edition of Caring for Children Today at 3.3 out of 4.0, while the fifteen Reno county and thirteen Johnson county respondents rated Caring for Children Today at 3.9 on the 4.0 scale. The sections of Caring for Children Today rated as most helpful to the 38 trainees were

Getting Prepared and Organized (23 votes)
Discipline and Guidance (22 votes)
Helping Children Grow and Learn (16 votes)
Understanding Children (16 votes)
Child Abuse and Neglect (13 votes)

According to the trainees, there was a relatively common level of 10-11 hours of group training in each of the three communities. Reported individual consultation hours varied significantly from community to community, with Reno reported low with 2.2 hours and Sedgwick with an average of 4.0 hours and Johnson participants reporting 5.8 hours.

TABLE TWO: TRAINING EVALUATION COMPLETED BY TRAINEES

Question: In your opinion, how much:	Mean Trainee Response (N=38) Johnson (N=13)	Reno (N=15)	Sedgwick (N=10)	
1. Experience/knowledge of family day care did your trainer have? (1=none, 4=strong)	3.8	3.9	3.9	
2. How well did your trainer understand what your needs were? (1=had no idea, 4=was well informed)	2.8	2.9	2.9	
3. How well did the information which you received meet your needs? (1=no help at all, 4=very helpful)	3.2	3.5	3.2	
4. How well did your trainer appear to have prepared for meeting with you? (1=not at all, 4=very well)	3.6	3.8	3.8	
5. How well did your trainer get along with you? (1=not at all, 4=very well)	3.8	4.0	4.0	
6. Based upon the help you received from the project, how do you think your family day care home will be? (1=worse, 4=much improved)	3.6	3.7	3.5	
7. What part(s) of your training were most helpful to you?				
Individual home visits (percent response)	0%	11%	40%	
Group training meetings (percent response)	100%	89%	30%	
Association meetings (percent response)	0%	0%	0%	
Individual and group meetings combined	0%	0%	30%	
8. Which sections of Caring for Children Today were most helpful to you? (number of trainee responses)				
Deciding - Is It for Me?	0	3	1	
Getting Prepared and Organized	6	10	7	
Understanding Children	5	5	6	
Keeping Children Safe	3	4	3	
Developing a Health Program	1	4	5	
Providing Nutritious Food	0	4	2	
Helping Children Grow and Learn	7	4	5	
Teaching Self-Regulation through Discipline and Guidance	9	9	6	
Recognizing and Handling Child Abuse and Neglect	3	7	3	
Working with Parents	3	4	3	
9. How would you rate Caring for Children Today as a resource? (1=poor, 4=very good)	3.9	3.9	3.3	**
10. How many sessions for how many hours of training have you received?				
Group training hours	10.8	10.4	11.6	**
Individual consultation hours	4.0	2.2	5.8	

** Significant county differences ($p < .05$)

SATISFACTION SCALE RESULTS

The Satisfaction Scales covered twelve aspects of satisfaction with being a child care provider. The scales were administered as part of both the pretraining and posttraining assessment instruments. Because some participants were not child care providers at the onset of training, they declined to complete this section, yielding a pretraining maximum sample of 44 while the posttraining maximum sample was 39 on this instrument. Table Three presents the pretraining and posttraining results for the three communities. Few significant training or community differences were found with this instrument. Each satisfaction item will be discussed below. In general the satisfaction scores were quite high, with most mean scores in the 3.5 - 3.9 range on the 4-point scale. The general format of the questions was, "How satisfied are you with...?" The response format was a 4-point scale: "very dissatisfied"(1), "somewhat dissatisfied"(2), "somewhat satisfied"(3), and "very satisfied"(4).

1. "How satisfied are you with your Child Care Home?" The ratings averaged about 3.7 for the pretraining and from 3.3 to 3.7 on the posttraining instrument, with no significant community differences. The slight drop was not statistically significant.

2. "How satisfied are you with the Children You Care For?" The pretraining ratings averaged 3.6 and the posttraining ratings averaged 3.7, with no significant training or community effects.

3. "How satisfied are you with Your Children's Parents?" The pretraining ratings averaged 3.7 while the posttraining ratings ranged from 3.5 to 3.8, but neither the training nor the community effects attained statistical significance.

4. "How satisfied are you with Your Child Care Training?" The pretraining ratings ranged from 3.4 to 3.5 while the posttraining community averages ranged from 3.6 to 3.8 for a statistically significant training effect. No significant community differences were found.

5. "How satisfied are you with Your Daily Schedule/Program?" The average pretraining ratings ranged from 3.3 to 3.6 and the average posttraining ratings ranged from 3.5 to 3.7. The apparent gains did not attain statistical significance, nor were there significant community differences.

6. "How satisfied are you with Your Child Care Income?" The satisfaction ratings for this item appear to be generally lower than for any of the other satisfaction items. The pretraining average ratings ranged from 3.2 to 3.4 and the posttraining ratings appear to have declined to 3.0 - 3.2, but the decline was not statistically significant nor were there significant community differences.

7. "How satisfied are you with the Help You Get from Social and Rehabilitation Services?" The average community ratings on the pretraining instrument were significantly different for the three communities, with Sedgwick trainees apparently more satisfied (3.75/4.00) than the Johnson county trainees (3.11/4.00) and the Reno county trainees reporting an intermediate level of satisfaction (3.60/4.00). The pattern of satisfaction with help from S.R.S. also appeared in the posttraining results but did not attain statistical significance. There was no statistically significant training effect, although the mean ratings did appear to decline slightly.

8. "How satisfied are you with the Help You Get from the Health Department?" The pretraining community averages ranged from 3.4 to 3.6

and the posttraining averaged from 3.2 to 3.6. There were no significant community or training effects detected by the analysis.

9. "How satisfied are you with the Care You Provide?" The pretraining community average ranged from 3.6 to 3.9, a statistically significant difference with the Reno county participants apparently lowest. The posttraining clustered more closely, with a range from 3.7 to 3.8. No significant training effect was detected.

10. "How satisfied are you with Being a Child Care Provider?" The pretraining averaged ranged from 3.5 to 3.8 and the posttraining averaged ranged from 3.4 to 3.8, with no significant effects detected.

11. "How satisfied are you with the Help You Get from Home Economics Extension?" The pretraining community averages ranged from 3.2 to 3.5. A difference was noted between the community posttraining averages, with Johnson apparently low at 3.0 and Sedgwick apparently high at 3.7 (almost significant, $p < .10$) The training effect per se was not significant.

12. "How satisfied are you with Caring for Children Today?" The pretraining community averages ranged from 3.6 to 3.7, and although the posttraining community averages ranged farther (3.4 - 3.9) the effect was not statistically significant.

These results indicate a generally high level of satisfaction with being a child care provider that existed prior to training and was maintained through the training process. The major exception to this finding was the relatively low level of satisfaction with child care income, which was rated generally as "somewhat satisfactory" in contrast to the other ratings which tended to be closer to "very satisfactory."

TABLE THREE: SATISFACTION RATINGS BY TRAINING AND COMMUNITY

Satisfaction Aspect	Pretraining (N=44) Johnson	Reno	Sedgwick	Posttraining (N=39) Johnson	Reno	Sedgwick	Training Effect
1. Your Child Care Home	3.71	3.73	3.73	3.69	3.29	3.67	n.s.
2. The Children You Care For	3.57	3.64	3.75	3.81	3.54	3.90	n.s.
3. Your Children's Parents	3.75	3.73	3.75	3.69	3.50	3.78	n.s.
4. Your Child Care Training	3.52	3.36	3.45	3.56	3.85	3.80	sig.(.03)
5. Your Daily Schedule Program	3.38	3.64	3.33	3.50	3.62	3.67	n.s.
6. Your Child Care Income	3.20	3.45	3.22	3.00	3.23	3.00	n.s.
7. Help You Get from S.R.S.	3.11	3.60	3.75**	3.07	3.42	3.60	n.s.
8. Help You Get from Health Department	3.56	3.64	3.38	3.25	3.64	3.56	n.s.
9. Care You Provide	3.85	3.55	3.92*	3.81	3.67	3.80	n.s.
10. Being a Child Care Provider	3.52	3.82	3.75	3.62	3.38	3.80	n.s.
11. Help You Get from Home Economics Extension	3.23	3.54	3.17	3.00	3.18	3.72*	n.s.
12. Caring for Children Today	3.60	3.67	3.64	3.56	3.36	3.90	n.s.

* possible community differences (p. < .10)
** significant community differences (p. < .05)

Day Care Attitude Results

As an indication of possible effects of the community based day care training project an attitude instrument was administered in both the pre-training and posttraining questionnaires. This instrument was developed from the Parental Attitude Research Instrument as modified by Cromwell and Bollman as the Parent Attitude Research Scale. Previous day care training evaluations have shown effects with this instrument, but in this study no effects attained statistical significance that could be attributed to the impact of training. The community average scores on the twenty-five subscales of the attitude and the total attitude scores for both the pretraining and posttraining results are given in Table Four.

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Insert Table Four Here

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Day Care Self-Assessment Results

The participants in the community-based family day care training project were asked to reflect on their own family day care homes or possible homes if they didn't operate a family day care at the time they completed the instruments. This self-evaluation was divided into two parts, with the first part asking "How Many?" on a 5-point scale defined as 1(none), 2(few), 3(some), 4(enough), and 5(too much). The types of objects listed in the thirty-two items on this part included toys, medical emergency forms, books, and tricycles as objects that should be present. The listing also included objects that should not be present such as hot pipes, cleaning compounds, laundry products, and unprotected stairways. Part Two of the self-assessment instrument was concerned with "How Often?" certain events occurred.

The responses to this section were on a 4-point scale defined as 1(never), 2(seldom), 3(usually), and 4(always). Items scored as desirable to occur included letting the children play outside, reading to the children, helping each child learn numbers, and listening to a child's story. Items scored as not desirable included yelling at a child frequently, slapping a child, and smoking while the children were present.

The results did not indicate significant community differences on this instrument, but possible differences did emerge which could be attributed to the impact of the training. On Part One the pretraining averages ranged from 15.8 to 16.6, while the posttraining averages ranged from 15.1 to 17.8. This part did not yield possible significant effects. The Part Two results concerning the frequency of occurrence of certain events yielded a possible significant difference ($p = .054$), with the pretraining community averages ranging from 48.4 to 48.6 and the posttraining averages ranging from 49.3 to 51.8 (see Table Five). These results indicate a possible gain due to training which may have occurred in all three community-based training programs. A similar pattern is found for the total self-assessment scores, the sum of Parts One and Two. The total scores ranged in pretraining from 64.2 to 65.2, while the posttraining range was 66.7 to 67.7. The gain in the posttest data indicates a possible significant gain ($p=.089$) which could be attributed to the impact of the community-based training.

TABLE FOUR: ATTITUDE INSTRUMENT RATINGS

Variable	Pretraining (N=54 max.) Johnson	Reno	Sedgwick	Posttraining (N=42 max.) Johnson	Reno	Sedgwick	Training Effect
Encouraging Verbalization	6.17	6.39	7.58	6.18	6.62	6.52	n.s.
Fostering Dependency	8.50	8.56	9.58	8.69	8.38	9.60	n.s.
Seclusion of the Mother	11.20	10.11	11.83	11.00	9.56	12.40***	n.s.
Breaking the Will	7.46	7.28	8.08	7.94	7.94	8.50	n.s.
Fatalism	6.96	7.44	8.58	7.06	7.38	7.40	n.s.
Restriction of New Experiences	8.58	8.17	9.17	8.62	8.69	9.20	n.s.
Marital Conflict	9.71	9.72	10.83	10.50	9.50	10.70	n.s.
Strictness	13.00	12.06	12.08	12.25	12.44	12.90	n.s.
Irritability	11.12	11.11	11.00	10.81	10.94	11.00	n.s.
Excluding Outside Influences	9.58	8.94	10.75	9.31	8.94	9.60	n.s.
Authoritarianism	11.00	10.44	11.50	10.00	10.62	12.00**	n.s.
Suppression of Aggression	11.42	10.33	11.00	10.75	10.44	11.10	n.s.
Alienation of Authority Figures	7.67	7.39	7.83	7.25	7.75	7.50	n.s.
Equalitarianism	11.08	10.89	11.08	11.00	10.62	10.20	n.s.
Approval of Activity	12.42	12.72	14.50	12.44	12.56	13.90	n.s.
Avoidance of Communication	9.25	8.17	8.17	9.00	9.12	8.00	n.s.
Inconsiderateness of the Husband	10.25	9.44	9.25	9.37	8.81	9.10	n.s.
Suppression of Sex	6.88	7.17	8.00	6.81	7.06	5.80	n.s.
Ascendance of the Mother	8.25	8.11	8.33	9.25	8.38	8.90	n.s.
Concrete vs. Abstract Thinking	8.21	8.33	9.08	8.44	8.62	9.30	n.s.
Comradeship and Sharing	7.04	7.56	8.00	6.31	7.38	6.60	n.s.
Acceleration of Development	9.50	9.11	11.00	9.50	9.19	11.20	n.s.
Family Goals	8.17	7.67	8.67	8.31	7.31	7.80	n.s.
Judgment of Others	8.62	7.50	9.17*	8.25	8.12	10.10***	n.s.
Intrinsic vs. Extrinsic Values	11.17	11.22	12.33	10.94	11.12	12.40	n.s.
Total Attitude Score	233.21	225.83	247.42	230.00	227.50	242.10	n.s.

*Possible community differences
**significant community differences ($p. < .05$)
***significant community differences ($p. < .01$)

TABLE FIVE: DAY CARE SELF-ASSESSMENT INSTRUMENT

	Pretraining (N=51)			Posttraining (N=41)			Training Effect
	Johnson	Reno	Sedgwick	Johnson	Reno	Sedgwick	
Part One: How Many?	16.12	15.75	16.63	17.75	17.40	15.10	n.s.
Part Two: How Often?	48.62	48.44	48.54	49.94	49.37	51.80	.054*
Total Score	64.75	64.19	65.18	67.69	66.73	66.90	.089*

*Possible significant effect

Discussion

Based upon the responses of over half the target number of participants in the community-based day care home training and support system project, the project appears to have increased the quality of the care provided for Kansas children. The posttraining respondents indicated that the trainers were generally well prepared and knowledgeable but sometimes did not meet the trainees' needs in terms of providing information. The attitude and self-assessment instruments did not show significant training gains, although some gains on the self-assessment instrument did approach statistical significance. Another indication of satisfactory training efforts was the gains in satisfaction with the child care training reported by the child care providers. These findings confirm the positive effects of the training project perceived by the trainees.

The project goal of increasing the number of places for child care for WIN participants cannot be evaluated from the information available in this data. Because of the decrease in the number of respondents for the posttraining instrument, a comparison with pretraining licensing and certification rates is questionable. However, the initially high rates of both licensing and certification suggest a difficulty in recruitment for a project which hopes to generate new child care "slots" was well as increase the quality of child care and retention of family day care providers.

As noted in previous reports of family day care provider training, the least satisfactory aspect of the vocation is the income it generates. A vocation which meets a clear community need at a time of changing family structures ought to generate a level of income more satisfactory to those providing it. The general level of income satisfaction clearly appeared

to be lower than the ratings of any of the other satisfaction items on the instrument.

Summary

This Community-Based Day Care Home Provider training involved three Kansas communities. The trainees' rated their training as generally well organized and appropriate to their needs. Incomplete data preclude a comparison of the number of initial child care "slots" and those available after the training. The relatively high percentage of trainees who were licensed indicates a difficulty in the definition of the target group who were recruited into the projects. Unfortunately, the same was true with respect to the initial certification status of the trainees, resulting in a lack of evidence of a gain in licensed and certified family day care "slots" attributable to this training project. The trainees' positive evaluation of the training is reflected in the significant gain in their posttest satisfaction scores pertaining to training and supported by gains on the Day Care Self-Assessment Instrument. Similar possible gains were not found on the Attitude measure, suggesting the deletion of the instrument from further studies.

KANSAS STATE UNIVERSITY

Department of Family and Child Development
Justin Hall
Manhattan, Kansas 66506

Research and Evaluation Component

of the

Demonstration Project

"A Community Based Day Care Home Training and Support System"

funded by the

Reno County Child Care Association

Informed Consent Document

The purpose of the Demonstration Project is to increase the number and quality of child care slots. One aspect of this purpose is the evaluation of the success of the project in meeting this objective. The responsibility of the research and evaluation component is to monitor the progress of the project. To be able to monitor the project's progress we would appreciate your cooperation in the completion of the research instruments. These are questionnaires pertaining to child care and to the individuals who provide care for children including background, satisfaction and attitudinal information. We may also request permission to make a home visit to talk with you about the progress of the Demonstration Project and your day care home. Your participation in the research and evaluation component is voluntary and you may withdraw your consent and participation in the research and evaluation component at any time or omit any questions which you are unwilling to answer. We hope you will benefit directly from your participation in the Demonstration Project and we hope to learn more about the development of training and support systems through your responses to the questionnaires. Your confidentiality is guaranteed; your name will not be associated with your answers in any report of the results.

Kansas State University requires informed consent documents to insure your voluntary participation in the research and we would appreciate your signature below. You may keep a copy of this document.

_____ Date

_____ Signature

js

Name_____

Date_____

Research and Evaluation Component

Demonstration Project - A Community Based Day Care Home Training and Support System Day Care Self-Assessment Instrument

Please read the Informed Consent Document before completing these research instruments. All answers are confidential and your name will not be associated with your responses in any reports from the research and evaluation component.

Background Information:

1. Are you currently licensed by the State of Kansas to provide child care?
   ___yes-as a family day care home
   ___yes-as a small group center
   ___yes-as a relative provider
   ___yes-in some other capacity (please specify)
   _____
   ___no -I am NOT currently licensed.
2. Are your currently certified under Kansas/Federal guidelines ___yes ___no.
3. How many years of formal education have you had? _____(years)
   (grade school=6, junior high=9, high school=12, college=16, etc.)
4. How old are you?_____years
5. Sex: _____female ____male
6. Ethnic identification: __(Causasion (white) ___Negro (black) ____Other
7. General Health: ___Excellent ___Good ___Fair ___Poor
8. Primary language spoken and read: ___English ___ Spanish ___Other
9. Secondary language spoken and read: (if any) _____(specify)
10. Approximate annual family income (optional): $_____
11. Anticipated annual child care income:$_____
12. Previous occupations:_____
    _____
13. How many years have you been involved in providing child care? _____(years)

14. Please describe any previous training or education you have participated in which is pertinent to child care._____

_____

_____

_____

Thank you for providing this information. Please complete the accompanying instruments and return them to the research and evaluation component in the prepaid envelopes provided.

Poresky
July 1978

Research and Evaluation Component
Community Based Day Care Home Training and Support
Family and Child Development
Kansas State University

Name_____

Date_____

SATISFACTION INSTRUMENT

For each of the questions please indicate how satisfied you are with each item.

HOW SATISFIED ARE YOU WITH.....	Very Dissatisfied	Somewhat Dissatified	Somewhat Satisfied	Very Satisfied
1. YOUR CHILD CARE HOME?	1	2	3	4
2. THE CHILDREN YOU CARE FOR?	1	2	3	4
3. YOUR CHILDREN'S PARENTS?	1	2	3	4
4. YOUR CHILD CARE TRAINING?	1	2	3	4
5. YOUR DAILY SCHEDULE/PROGRAM?	1	2	3	4
6. YOUR CHILD CARE INCOME?	1	2	3	4
7. THE HELP YOU GET FROM SOCIAL AND REHABILITATION SERVICES?	1	2	3	4
8. THE HELP YOU GET FROM THE HEALTH DEPARTMENT?	1	2	3	4
9. THE CARE YOU PROVIDE?	1	2	3	4
10. BEING A CHILD CARE PROVIDER?	1	2	3	4
11. THE HELP YOU GET FROM HOME ECONOMICS EXTENSION?	1	2	3	4
12. CARING FOR CHILDREN TODAY?	1	2	3	4

Poresky
July 1978

ATTITUDE INSTRUMENT

AS PART OF THE EVALUATION COMPONENT OF THIS TRAINING PROJECT WE WOULD LIKE TO KNOW WHAT YOU AS A DAY CARE PROVIDER REALLY THINK. IT WILL TAKE ABOUT 20 MINUTES TO COMPLETE THIS FORM. FORGET ABOUT WHAT OTHERS MAY THINK, WE WANT YOUR IDEAS. THIS FORM IS MADE UP OF IDEAS OTHER PEOPLE HAVE GIVEN US. YOU ANSWER EACH QUESTION BY CIRCLING ONE OF THE FOUR LETTERS BY EACH STATEMENT. CIRCLE THE LARGE "A" IF YOU STRONGLY AGREE, THE SMALL "a" IF YOU MILDLY AGREE, THE SMALL "d" IF YOU MILDLY DISAGREE, THE LARGE "D" IF YOU STRONGLY DISAGREE. PLEASE WORK AS FAST AS YOU CAN. CIRCLE YOUR FIRST REACTION.

THANK YOU FOR YOUR HELP.

EXAMPLE:

	STRONGLY AGREE	MILDLY AGREE	MILDLY DISAGREE	STRONGLY DISAGREE
CHILDREN SHOULD EAT ALL THE FOOD IN THEIR PLATE.	A	a	d	D

IF YOU STRONGLY AGREED WITH THIS STATEMENT YOU WOULD CIRCLE THE LARGE "A".

THERE ARE NO RIGHT OR WRONG ANSWERS. PLEASE ANSWER ALL OF THE QUESTIONS EVEN IF MANY OF THEM SEEM TO BE ALIKE.

NAME_____

DATE_____

*** ALL EVALUATION MATERIAL IS CONFIDENTIAL ***

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
1. KIDS SHOULD BE ABLE TO TALK WITH PARENTS IF THEY THINK THEIR OWN IDEAS ARE BETTER.	A	a	d	D
2. A MOTHER SHOULD PROTECT HER KIDS FROM LIFE'S PROBLEMS.	A	a	d	D
3. A HOME IS THE MOST IMPORTANT THING TO A GOOD MOTHER.	A	a	d	D
4. SOME KIDS ARE SO BAD THAT THEY MUST BE TAUGHT TO FEAR ADULTS.	A	a	d	D
5. NO MATTER WHAT WE DO, LIFE SEEMS TO GET THE BEST OF US, AND WE CAN'T CONTROL THAT.	A	a	d	D
6. IN RAISING CHILDREN IT'S BEST TO KEEP THEM CLOSE TO HOME.	A	a	d	D
7. PEOPLE ARE WRONG THAT THINK YOU CAN GET ALONG IN MARRIAGE WITHOUT FIGHTS.	A	a	d	D
8. A CHILD WILL THANK YOU LATER ON FOR STRICT TRAINING.	A	a	d	D
9. KIDS WILL GET ON ANY WOMAN'S NERVES IF SHE IS WITH THEM ALL DAY.	A	a	d	D
10. IT'S BEST IF A CHILD NEVER STARTS WONDERING IF HIS MOTHER'S VIEWS ARE RIGHT.	A	a	d	D
11. BEHAVING AND RESPECT FOR AUTHORITY ARE THE MOST IMPORTANT THINGS LADS SHOULD LEARN.	A	a	d	D
12. A CHILD SHOULD BE TAUGHT TO AVOID FIGHTING NO MATTER WHAT HAPPENS.	A	a	d	D
13. IT IS BEST TO KEEP YOUR KIDS AWAY FROM POLICEMEN.	A	a	d	D
14. PARENTS SHOULD GIVE IN TO THE KIDS SOME RATHER THAN EXPECTING THE KIDS TO ALWAYS OBEY THE PARENTS.	A	a	d	D
15. THERE IS NO EXCUSE FOR A CHILD SITTING AROUND DOING NOTHING BECAUSE THERE ARE SO MANY THINGS HE NEEDS TO LEARN ABOUT LIFE.	A	a	d	D
16. IF YOU LET KIDS TALK ABOUT THEIR TROUBLES THEY END UP COMPLAINING EVEN MORE.	A	a	d	D
17. MOTHERS COULD DO A BETTER JOB WITH THE KIDS IF FATHER WERE KINDER.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
18. THE HUSBAND USES SEX TO TAKE ADVANTAGE OF THE MOTHER.	A	a	d	D
19. THE MOTHER SHOULD GO AHEAD AND MAKE THE RULES FOR THE HOME SO THE KIDS AND HUSBAND AVOID UNNECESSARY TROUBLES.	A	a	d	D
20. NEW IDEAS ARE O.K., BUT PARENTS SHOULD SEE THINGS WORK BEFORE THEY GET EXCITED.	A	a	d	D
21. KIDS WOULD BE BETTER IF PARENTS WOULD SHOW AN INTEREST IN THEIR AFFAIRS.	A	a	d	D
22. MOST KIDS SHOULD BE TOILET TRAINED BY 15 MONTHS OF AGE.	A	a	d	D
23. EVERY FAMILY SHOULD HAVE GOALS IN MIND THAT THEY WANT TO REACH IN 10 YEARS.	A	a	d	D
24. I LIKE PEOPLE FOR THEIR SPECIAL QUALITIES RATHER THAN "WHO" THEY ARE IN THE COMMUNITY.	A	a	d	D
25. PEOPLE USUALLY DO THINGS THAT WILL HELP THEM GET AHEAD RATHER THAN WORRY ABOUT OTHERS.	A	a	d	D
26. WHEN KIDS THINK FAMILY RULES ARE WRONG THEY SHOULD FEEL FREE TO TELL PARENTS ABOUT IT.	A	a	d	D
27. A MOTHER SHOULD DO HER BEST TO AVOID DISAPPOINTMENTS FOR HER CHILD.	A	a	d	D
28. WOMEN WHO WANT LOTS OF THINGS SELDOM MAKE GOOD MOTHERS.	A	a	d	D
29. IT IS OFTEN NECESSARY TO BEAT THE MISCHIEF OUT OF A KID.	A	a	d	D
30. THERE IS NOT MUCH SENSE IN WORKING HARD BECAUSE WE CAN'T GET AHEAD IN LIFE.	A	a	d	D
31. KIDS CAN LEARN MORE FROM THEIR MOTHERS THAN THEY CAN FROM OTHER PEOPLE.	A	a	d	D
32. SOMETIMES IT IS NECESSARY FOR A WIFE TO TELL OFF HER HUSBAND IN ORDER TO GET HER RIGHTS.	A	a	d	D
33. STRICT DISCIPLINE DEVELOPS A FINE STRONG CHARACTER.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
34. MOTHERS OFTEN FEEL THAT THEY CAN'T STAND THEIR KIDS A MOMENT LONGER.	A	a	d	D
35. A PARENT SHOULD NEVER BE MADE TO LOOK WRONG TO A CHILD.	A	a	d	D
36. IF KIDS WOULD TALK LESS AND WORK MORE, THE WHOLE FAMILY WOULD BE BETTER OFF.	A	a	d	D
37. A CHILD SHOULD BE TAUGHT TO ALWAYS COME TO HIS PARENTS OR TEACHERS RATHER THAN FIGHT WHEN HE IS IN TROUBLE.	A	a	d	D
38. ALMOST ALL "BIG SHOTS" ARE OUT TO DO YOU HARM.	A	a	d	D
39. PARENTS MUST EARN THE RESPECT OF THEIR KIDS BY BEING FAIR WITH THEM AT ALL TIMES.	A	a	d	D
40. KIDS WHO DON'T TRY HARD FOR SUCCESS WILL FEEL THEY HAVE MISSED OUT LATER IN LIFE.	A	a	d	D
41. PARENTS WHO START A CHILD TALKING ABOUT HIS WORRIES DON'T KNOW THAT SOMETIMES IT'S BETTER TO JUST LEAVE WELL ENOUGH ALONE.	A	a	d	D
42. HUSBANDS COULD DO THEIR PART AROUND THE HOUSE IF THEY WERE NOT SO SELFISH.	A	a	d	D
43. THERE IS SOMETHING WRONG WITH A CHILD WHO ASKS QUESTIONS ABOUT SEX.	A	a	d	D
44. CHILDREN AND HUSBANDS DO BETTER WHEN THE MOTHER IS STRONG ENOUGH TO SETTLE MOST OF THE FAMILY PROBLEMS.	A	a	d	D
45. PROBLEMS IN THE HOME HAVE EITHER YES OR NO ANSWERS TO THEM.	A	a	d	D
46. LAUGHING AT CHILDREN'S JOKES AND READING THEM STORIES MAKES THE FAMILY RUN SMOOTHLY.	A	a	d	D
47. THE SOONER A CHILD LEARNS TO WALK THE BETTER OFF HE WILL BE.	A	a	d	D
48. IT DOESN'T DO ANY GOOD TO PLAN AHEAD BECAUSE YOU WILL JUST BE DISAPPOINTED.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
49. PARENTS MUST BE CAREFUL NOT TO TRUST MOST SCHOOL TEACHERS BECAUSE THEY ARE TOO EDUCATED.	A	a	d	D
50. PARENTS SHOULD DO THINGS THEY WANT TO DO RATHER THAN WHAT THE COMMUNITY SAYS THEY SHOULD.	A	a	d	D
51. A CHILD HAS A RIGHT TO HIS OWN IDEAS AND SHOULD BE ENCOURAGED TO TELL OTHERS ABOUT THEM.	A	a	d	D
52. A CHILD SHOULD BE PROTECTED FROM HARD WORK.	A	a	d	D
53. A WOMAN HAS TO DECIDE BETWEEN A WELL RUN HOME OR LOTS OF FRIENDS TO VISIT WITH.	A	a	d	D
54. FEW MOTHERS GET ANY THANKS FOR ALL THEY HAVE DONE FOR THEIR KIDS.	A	a	d	D
55. NO WEAKNESS OR PROBLEM CAN HOLD US BACK IF WE HAVE ENOUGH WILL POWER.	A	a	d	D
56. WHAT KIDS DON'T KNOW SURE WON'T HURT THEM.	A	a	d	D
57. NO MATTER HOW MUCH YOU ARE IN LOVE WITH YOUR HUSBAND, THERE ARE DIFFERENCES WHICH LEAD TO FIGHTS.	A	a	d	D
58. KIDS THAT HAVE FIRM RULES TO OBEY GROW UP TO BE THE BEST ADULTS.	A	a	d	D
59. IT'S HARD TO FIND A MOTHER WHO CAN BE NICE TO HER CHILDREN ALL DAY.	A	a	d	D
60. KIDS SHOULD NOT LEARN THINGS OUTSIDE THE HOME THAT MAKES THEM QUESTION THEIR PARENTS IDEAS.	A	a	d	D
61. THERE IS NOTHING WORSE THAN A CHILD THAT DOES NOT FEEL GREAT LOVE AND RESPECT FOR HIS PARENTS.	A	a	d	D
62. THERE IS NO GOOD REASON FOR A CHILD TO HIT ANOTHER CHILD.	A	a	d	D
63. CHILDREN SHOULD NOT ASSOCIATE WITH LEADERS OF THE SCHOOL.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
64. CHILDREN ARE TOO OFTEN MADE TO AGREE WITH THE PARENTS, AND THIS IS NOT FAIR.	A	a	d	D
65. PARENTS SHOULD TEACH THEIR KIDS TO GET AHEAD IN LIFE AND NOT TO WASTE TIME.	A	a	d	D
66. KIDS PESTER YOU WITH LITTLE UPSETS ALL THE TIME IF YOU AREN'T CAREFUL FROM THE FIRST.	A	a	d	D
67. WHEN A MOTHER DOES A POOR JOB WITH THE CHILDREN IT IS USUALLY BECAUSE THE FATHER WON'T HELP OUT.	A	a	d	D
68. SEX IS REALLY ONLY ENJOYABLE FOR THE HUSBAND.	A	a	d	D
69. A MOTHER HAS TO DO THE PLANNING BECAUSE SHE IS THE ONE WHO KNOWS WHAT IS GOING ON IN THE HOME.	A	a	d	D
70. PARENTS CAN BE DIVIDED INTO TWO GROUPS THE GOOD AND THE BAD.	A	a	d	D
71. PARENTS WHO ARE INTERESTED IN HEARING ABOUT THEIR KIDS PARTIES, FRIENDS, AND FUN HELP THEM GROW UP RIGHT.	A	a	d	D
72. THE SOONER A CHILD CAN BREAK FROM PARENTAL CONTROL THE BETTER OFF HE WILL BE TO HANDLE HIS OWN PROBLEMS.	A	a	d	D
73. PEOPLE THAT HAVE BIG PLANS FOR THE FUTURE ARE JUST FOOOLING THEMSELVES.	A	a	d	D
74. BEING A "GOOD" PERSON AND A FRIEND ON THE JOB MEAN MORE THAN "SKILL" IN THE JOB	A	a	d	D
75. WORK IS REALLY KIND OF FUN AND THE MONEY EARNED IS NOT REALLY AS IMPORTANT AS PEOPLE LET ON.	A	a	d	D
76. A CHILD'S IDEAS CAN BE USED WHEN MAKING FAMILY DECISIONS.	A	a	d	D
77. PARENTS SHOULD NOT ALLOW THEIR KIDS TO EXPERIENCE DIFFICULT SITUATIONS.	A	a	d	D
78. TOO MANY WOMEN FORGET THAT A MOTHER'S PLACE IS IN THE HOME.	A	a	d	D
79. KIDS SHOULD BE NICER TO THEIR MOTHERS SINCE THEIR MOTHERS SUFFER SO MUCH FOR THEM.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
80. MOST PEOPLE DON'T REALIZE THAT HOW MUCH OUR LIVES ARE CONTROLLED BY SECRET PLOTS AND CROOKED DEALS.	A	a	d	D
81. PARENTS THAT LIKE TO HAVE THEIR KIDS LEARN NEW THINGS ARE ONLY ASKING FOR TROUBLE.	A	a	d	D
82. THERE ARE SOME THINGS THAT CAN'T BE SETTLED WITHOUT A FIGHT WITH YOUR HUSBAND.	A	a	d	D
83. MOST KIDS NEED MORE DISCIPLINE AND PUNISHMENT.	A	a	d	D
84. RAISING CHILDREN IS A HARD JOB.	A	a	d	D
85. THE CHILD SHOULD NOT QUESTION THE THINKING OF HIS PARENTS.	A	a	d	D
86. THE HUSBAND SHOULD BE THE LEADER AND THE AUTHORITY OF THE FAMILY.	A	a	d	D
87. CHILDREN SHOULD NOT BOX OR FIGHT WITH EACH OTHER BECAUSE IT MAKES THEM MEAN.	A	a	d	D
88. MOST OF OUR PROBLEMS COULD BE SOLVED IF WE COULD STAY AWAY FROM LEADERS AND BOSSES.	A	a	d	D
89. AS OFTEN AS IS POSSIBLE, THE PARENT SHOULD TREAT THE CHILD AS AN EQUAL.	A	a	d	D
90. A CHILD WHO IS BUSY ALL THE TIME WILL MOST LIKELY BE HAPPIER THAN A CHILD WHO SITS AROUND.	A	a	d	D
91. IF A CHILD SEEMS UPSET IT'S BEST TO LEAVE HIM ALONE AND NOT TALK ABOUT IT.	A	a	d	D
92. IF MOTHERS COULD GET THEIR WISHES THEY WOULD ASK THAT THEIR HUSBANDS BE MORE UNDERSTANDING.	A	a	d	D
93. BOYS AND GIRLS SHOULDN'T SEE EACH OTHER UNDRESSED.	A	a	d	D
94. THE WHOLE FAMILY DOES FINE WHEN THE MOTHER RUNS THINGS.	A	a	d	D
95. REASONS FOR KIDS BEHAVIOR AREN'T VERY IMPORTANT TO THE GOOD PARENT.	A	a	d	D
96. WHEN PARENTS HAVE FUN WITH THEIR KIDS, THE KIDS ARE MORE LIKELY TO LISTEN TO THEM.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
97. A MOTHER SHOULD MAKE AN EFFORT TO TEACH HER CHILD TO TAKE CARE OF HIMSELF VERY EARLY IN HIS LIFE.	A	a	d	D
98. IT'S BEST TO THINK AHEAD ONLY AS FAR AS TOMORROW.	A	a	d	D
99. GOOD FRIENDS ARE FEW AND FAR BETWEEN.	A	a	d	D
100. I DO THINGS BECAUSE I WANT TO NOT BECAUSE SOMEONE TELLS ME TO.	A	a	d	D
101. WHEN A CHILD IS IN TROUBLE HE SHOULD BE ABLE TO TALK ABOUT IT WITH HIS FOLKS.	A	a	d	D
102. A CHILD SHOULD NOT BE MADE TO WORK IF HE DOESN'T WANT TO.	A	a	d	D
103. A GOOD MOTHER WILL HAVE ENOUGH FUN WITHIN THE FAMILY.	A	a	d	D
104. PARENTS THAT WANT THEIR CHILDREN TO GROW UP AND AMOUNT TO SOMETHING MUST KEEP AFTER THEM.	A	a	d	D
105. MORE PEOPLE GET AHEAD BECAUSE OF FATE OR CHANCE RATHER THAN BY WORKING HARD.	A	a	d	D
106. KIDS THAT GO OUT AND LEARN NEW THINGS ONLY COME HOME AND ASK STUPID QUESTIONS.	A	a	d	D
107. IN MANY CASES, DIVORCE OR SEPARATION IS THE ANSWER TO HUSBAND-WIFE PROBLEMS.	A	a	d	D
108. KIDS ARE REALLY HAPPIER UNDER STRICT TRAINING.	A	a	d	D
109. IT'S NATURAL FOR A MOTHER TO "BLOW HER TOP" WHEN KIDS ARE SELFISH AND DEMANDING.	A	a	d	D
110. THERE IS NOTHING WORSE THAN LETTING A CHILD HEAR CRITICISMS OF HIS MOTHER.	A	a	d	D
111. NOBODY REALLY EVER LEARNED ANYTHING IMPORTANT WITHOUT SUFFERING.	A	a	d	D
112. MOST PARENTS LIKE A QUIET CHILD MORE THAN A CHILD THAT IS "SCRAPPY."	A	a	d	D
113. NOWADAYS MORE AND MORE LEADERS ARE STICKING THEIR NOSE INTO MATTERS THAT AREN'T ANY OF THEIR BUSINESS.	A	a	d	D

	Strongly Agree	Mildly Agree	Mildly Disagree	Strongly Disagree
114. PARENTS AND CHIDREN SHOULD GIVE INTO EACH OTHER AS MUCH AS THEY CAN.	A	a	d	D
115. THE SOONER A CHILD LEARNS THAT A WASTED MINUTE IS LOST FOREVER THE BETTER OFF HE WILL BE.	A	a	d	D
116. KIDS USUALLY TRY TO KEEP YOU LISTENING TO THEIR TROUBLES BY MAKING UP STORIES.	A	a	d	D
117. FEW HUSBANDS THINK THAT A MOTHER NEEDS SOME FUN ONCE IN AWHILE.	A	a	d	D
118. A YOUNG CHILD SHOULD BE PROTECTED FROM HEARING ABOUT SEX.	A	a	d	D
119. A MARRIED WOMAN KNOWS THAT SHE WILL HAVE TO TAKE THE LEAD IN FAMILY MATTERS.	A	a	d	D
120. EVERYONE SHOULD HAVE COMPLETE FAITH IN SOME SUPERNATURAL POWER WHOSE DECISIONS HE OBEYS WITHOUT QUESTIONS.	A	a	d	D
121. WHEN THE FAMILY DOES THINGS TOGETHER, KIDS FEEL CLOSE TO YOU AND CAN TALK TO YOU EASIER.	A	a	d	D
122. A CHILD SHOULD BE TAKEN AWAY FROM THE BOTTLE OR BREAST AS SOON AS POSSIBLE.	A	a	d	D
123. THE MAIN GOAL OF A PARENT IS TO SEE THAT THE KIDS STAY OUT OF TROUBLE.	A	a	d	D
124. PEOPLE WHO DON'T SUCCEED IN LIFE GET JUST WHAT THEY DESERVE.	A	a	d	D
125. WORK IS A WAY OF LIFE AND IT SHOULD HAVE REWARDS OTHER THAN MONEY.	A	a	d	D

Poresky
July, 1978

NAME_____

DATE_____

DAY CARE SELF-ASSESSMENT INSTRUMENT

TO ANSWER THESE ITEMS PLEASE SIT BACK AND MAKE BELIEVE YOU ARE SOMEONE ELSE WHO IS LOOKING AT YOUR CHILD CARE HOME. THE FIRST PART OF THIS INSTRUMENT ASKS HOW MANY THINGS THERE ARE IN YOUR HOME AND THE SECOND PART ASKS HOW OFTEN THINGS HAPPEN. PLEASE TRY TO RESPOND TO THESE ITEMS AS YOU THINK A VISITOR MIGHT ANSWER THEM AFTER HAVING BEEN AROUND FOR A COUPLE OF DAYS.

PART I - *H O W M A N Y ?*

IN THIS PART WE WILL USE THE FOLLOWING NUMBERS TO ANSWER EACH ITEM:

1 = NONE, THE THINGS ARE NOT PRESENT OR VISIBLE.

2 = FEW, THERE ARE ONLY ONE OR TWO PRESENT.

3 = SOME, THERE ARE ALMOST AS MANY AS NEEDED.

4 = ENOUGH, THERE ARE AS MANY OF THE THINGS AS NEEDED.

5 = TOO MUCH, MORE THAN NEEDED

ITEM:	*H O W M A N Y ?*				
	1 (none)	2 (few)	3 (some)	4 (enough)	5 (too much)
1. UNPROTECTED ELECTRICAL OUTLETS.	1	2	3	4	5
2. TRICYCLES, BICYCLES, SCOOTERS.	1	2	3	4	5
3. WAGONS.	1	2	3	4	5
4. CHILD SIZE TABLES AND CHAIRS.	1	2	3	4	5
5. PIPES WHICH ARE TOO HOT TO TOUCH IN WINTER.	1	2	3	4	5
6. STUFFED ANIMALS, TEDDY BEARS.	1	2	3	4	5
7. NESTING BOXES, BEADS.	1	2	3	4	5
8. BLOCKS FOR BUILDING WITH.	1	2	3	4	5
9. ALPHABET BLOCKS, ALPHABET BOOKS.	1	2	3	4	5

		HOW MANY?				
		1 (none)	2 (few)	3 (same)	4 (enough)	5 (too much)
10.	COLORING BOOKS AND CRAYONS.	1	2	3	4	5
11.	CHILDREN'S RECORDS AND RECORD PLAYERS.	1	2	3	4	5
12.	REAL OR TOY MUSICAL INSTRUMENTS.	1	2	3	4	5
13.	FINGER PAINTS, PLAY DOUGH.	1	2	3	4	5
14.	POINTED SCISSORS FOR CHILDREN'S USE.	1	2	3	4	5
15.	ANIMAL BOOKS, ANIMAL PUZZLES.	1	2	3	4	5
16.	NUMBER BOOKS.	1	2	3	4	5
17.	TINKER TOYS, LINCOLN LOGS, LEGO.	1	2	3	4	5
18.	CHILDREN's BOOKS ABOUT MANY THINGS.	1	2	3	4	5
19.	DARK CORNERS.	1	2	3	4	5
20.	TELEVISION.	1	2	3	4	5
21.	CHILDREN'S AND GROWN-UP MAGAZINES.	1	2	3	4	5
22.	MEDICINE WITHIN CHILDREN'S REACH.	1	2	3	4	5
23.	TRUCKS, TRAINS, DOLL CARRIAGES.	1	2	3	4	5
24.	JUMP ROPES, SWINGS, BALLS.	1	2	3	4	5
25.	BATHROOM SINKS WHICH THE CHILDREN CAN USE BY THEMSELVES.	1	2	3	4	5
26.	CLEANING COMPOUND WITHIN CHILDREN'S REACH.	1	2	3	4	5
27.	TOILETS THE CHILDREN CAN USE BY THEMSELVES.	1	2	3	4	5
28.	WINDOWS THE CHILDREN CAN SEE OUT OF.	1	2	3	4	5
29.	INSECTICIDES WITHIN CHILDREN'S REACH.	1	2	3	4	5
30.	LAUNDRY PRODUCTS WITHIN CHILDREN' USE.	1	2	3	4	5
31.	UNPROTECTED STAIRWAYS.	1	2	3	4	5
32.	MEDICAL EMERGENCY FORMS.	1	2	3	4	5

PART II - HOW OFTEN?

IN THIS PART WE WIL USE THE FOLLOWING NUMBERS TO ANSWER EACH ITEM:

1 = NEVER, THIS DOES NOT EVER HAPPEN.

2 = SELDOM, RARELY, MAYBE ONCE A MONTH.

3 = USUALLY, MOST OF THE TIME, AT LEAST TWICE A WEEK.

4 = ALWAYS, ALL OF THE TIME, EVERY DAY OR WHENEVER NEEDED.

ITEM:	HOW OFTEN?			
	1 (never)	2 (seldom)	3 (usually)	4 (always)
1. CHILDREN GO WITH YOU TO A PARK.	1	2	3	4
2. CHILDREN PLAY OUTSIDE.	1	2	3	4
3. CHILDREN WATCH EDUCATIONAL TV.	1	2	3	4
4. PEOPLE VISIT	1	2	3	4
5. YOU READ TO THE CHILDREN.	1	2	3	4
6. CHILD GETS LOST FOR A SHORT TIME.	1	2	3	4
7. YOU SPEAK WITH EACH CHILD'S PARENTS.	1	2	3	4
8. CHILD HAS A SPECIAL PLACE TO KEEP HIS THINGS.	1	2	3	4
9. YOU ASK THE CHILDREN QUESTIONS.	1	2	3	4
10. YOU SHOUT AT THE CHILDREN.	1	2	3	4
11. YOU PRAISE THE CHILDREN FOR WHAT THEY DO.	1	2	3	4
12. YOU SLAP OR SPANK A CHILD.	1	2	3	4
13. YOU HELP EACH CHILD LEARN NUMBERS.	1	2	3	4
14. YOU SING WITH THE CHILDREN.	1	2	3	4
15. YOU LISTEN TO A CHILD'S STORY.	1	2	3	4
16. YOU GET MAD AT THE CHILDREN.	1	2	3	4
17. YOU KISS, CUDDLE OR TOUCH A CHILD.	1	2	3	4
18. CHILDREN PLAY WITH FINGER PAINT OR MUD.	1	2	3	4
19. YOU PLAN THE DAY'S ACTIVITIES.	1	2	3	4

		HOW OFTEN?			
		1 (never)	2 (seldom)	3 (usually)	4 (always)
20.	A MAN SPENDS TIME WITH THE CHILDREN.	1	2	3	4
21.	YOU SET UP EDUCATIONAL ACTIVITIES.	1	2	3	4
22.	CHILDREN DRESS THEMSELVES.	1	2	3	4
23.	PARENTS COME IN WITH THE CHILDREN.	1	2	3	4
24.	ASSISTANCE IS GIVEN BY SOCIAL AND REHABILITATION SERVICES.	1	2	3	4
25.	YOU ANSWER A CHILD'S QUESTION.	1	2	3	4
26.	YOU YELL AT A CHILD.	1	2	3	4
27.	YOU SPEND AT LEAST 15 MINUTES WITH EACH CHILD.	1	2	3	4
28.	YOU TELL A CHILD YOU ARE ANGRY.	1	2	3	4
29.	YOU TELL A CHILD YOU ARE HAPPY.	1	2	3	4
30.	YOU HELP A CHILD DO SOMETHING HARD.	1	2	3	4
31.	YOU ASK A CHILD IF SHE IS MAD.	1	2	3	4
32.	YOUR CHILD CARE LICENSE IS VISIBLE.	1	2	3	4
33.	YOU HELP CHILDREN WITH THEIR WORK.	1	2	3	4
34.	YOU TAKE THE CHILDREN SHOPPING.	1	2	3	4
35.	YOU TAKE THE CHILDREN TO THE LIBRARY.	1	2	3	4
36.	YOU KNOW WHERE ALL THE CHILDREN ARE.	1	2	3	4
37.	YOU STOP A CHILD FROM DOING SOMETHING.	1	2	3	4
38.	YOU HELP THE CHILDREN FINISH UP.	1	2	3	4
39	YOU TELL A CHILD TO "SHUT UP".	1	2	3	4
40.	YOU TEACH CHILDREN TO MIND.	1	2	3	4
41.	YOU DISCIPLINE WITHOUT SPANKING.	1	2	3	4
42.	YOU SMOKE WHILE CHILDREN ARE PRESENT.	1	2	3	4
43.	YOU ASK THE CHILDREN TO HELP EACH OTHER.	1	2	3	4
44.	YOU READ A NEWSPAPER.	1	2	3	4
45.	YOU FEEL VERY TIRED AT THE END OF THE DAY.	1	2	3	4

		HOW OFTEN?			
		1 (never)	2 (seldom)	3 (usually)	4 (always)
46.	YOU PICK THE CHILDREN's RECORDS.	1	2	3	4
47.	YOU TEACH THE CHILDREN COLORS.	1	2	3	4
48.	YOU TEACH EACH CHILD HER NAME AND TELEPHONE NUMBER.	1	2	3	4
49.	THE CHILDREN ARE POLITE.	1	2	3	4
50.	THE CHILDREN CLEAN UP BY THEMSELVES.	1	2	3	4
51.	YOU SPANK A CHILD FOR SPILLING FOOD.	1	2	3	4
52.	YOU PUT UP CHILDREN'S ART WORK.	1	2	3	4
53.	YOU FEEL GOOD ABOUT THE CHILDREN.	1	2	3	4
54.	YOU LET THE CHILDREN HIT YOU.	1	2	3	4
55.	YOU CHECK EACH CHILD'S HEALTH WHEN SHE COMES IN.	1	2	3	4
56.	YOU EAT WITH THE CHILDREN.	1	2	3	4
57.	YOU PLAY WITH THE CHILDREN.	1	2	3	4
58.	THE CHILDREN YELL AT EACH OTHER.	1	2	3	4
59.	THE CHILDREN HIT EACH OTHER.	1	2	3	4
60.	THE CHILDREN HAVE ENOUGH TO EAT.	1	2	3	4

Poresky
21 September 1978

NAME:_____

DATE:_____

Project:_____
(Johnson, Reno, Sedgwick)

Research and Evaluation Component

Demonstration Project - Community Based Day Care Home Training and Support System

After-Training Evaluation Instrument

The purpose of these instruments is to evaluate the changes which have occurred during the training project. All answers are confidential and your name will not be associated with your responses in any reports from the research and evaluation team. Many of the questions may be familiar, but some of your answers may have changed.

Current Information:

1. Are you currently LICENSED by the State of Kansas to provide child care?

   ____yes, as a family day care home provider ____yes, as a relative provider
   ____yes, as a child care center provider ____no, I am not currently licensed

2. Are you currently CERTIFIED to receive S.R.S. payments for child care?

   ____yes, I am now certified ____no, I am not certified

3. Do you have any comments on licensing and certification?

4. How many children other than your own, do you usually provide care for at the present time? _____

5. For how many children do you usually receive payments from Social and Rehabilitation Services at the present time?_____

6. Is this an increase or decrease from your level of care prior to this training project? ___increase ____no change ____decrease

7. How old are you?_____(years)

8. With which ethnic group to you identify?_____

9. How many years of formal education have you had?_____
   (grade school = 6; high school = 12; college = 16)

This and the attached forms should be returned directly to Kansas State University in the postpaid envelope

Training Evaluation

Research and Evaluation Component of the
Community Based Day Care Home Training and Support System Project
Family and Child Development
Kansas State University

We would like to know about how your training and preparation to provide quality child care has been going. We understand some trainers to be better than others and that each may have strong and week areas of ability. Please help us to improve the support and training programs for family day care providers in Kansas through your voluntary participation in this aspect of the project.

1. Who provided the primary support and training you received?

   _____(trainer, association)

2. In your opinion, how much experience or knowledge of family day care did your trainer have? (1) none (2) little (3) some (4) strong

   Comments:_____

3. How well did your trainer understand what your needs were?

   (1) had no idea (2) was somewhat informed (3) was well informed

   Comments:_____

4. How well did the information which you received meet your needs?

   (1) no help at all (2) somewhat helpful (3) quite helpful (4) very helpful

   Comments:_____

5. How well did your trainer appear to have prepared for meeting with you?

   (1) not at all (2) poorly (3) fairly well (4) very well

   Comments:_____

6. How well did your trainer get along with you?

   (1) not at all (2) poorly (3) fairly well (4) very well

   Comments:_____

7. Based upon the help you received from the project, how do you think your family day care home will be?

   (1) worse (2) no better than before (3) somewhat better (4) much improved

   Comments:_____

8. What part(s) of your training were most helpful to you?

(1) individual home visits (2) group training meetings (3) association meetings

Comments: _____

9. Which sections of Caring for Children Today were most helpful to you?

____(1) Deciding - Is it for me?
____(2) Getting Prepared and Organized
____(3) Understanding Children
____(4) Keeping Children Safe
____(5) Developing a Health Program
____(6) Providing Nutritious Food
(7)____Helping Children Grow & Learn
(8)____Teaching Self-Regulation through Disicipline & Guidance
(9)____Recognizing & Handling Child Abuse and Neglect
(10)____Working with Parents

10. How would you rate Caring for Children Today as a resource?

(1) poor (2) fair (3) okay (4) very good

11. What part(s) of the project was most helpful to you?

_____

_____

_____

12. Which topics would you like to have more information about?

_____

_____

13. What are some topics which your training did not cover what you feel should have been covered?

_____

_____

_____

14. How many sessions for how many hours of training have you received?

_____sessions of group training = _____hours

_____sessions of individual consultation and support = _____hours